



Relationships & Sex Education Policy

RSE 2023

Approved by:

S Conlon

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by: R Siddons

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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- › Provide a framework in which sensitive discussions can take place
- › Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a primary school we must provide all elements of Relationships & Health Education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Glenmere Primary School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent awareness session – parents and any interested parties were invited to attend a meeting about RSE teaching and learning
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendices 1 and 2 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

Primary relationships and sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings ➤
- How a baby is conceived and born

6. Delivery of RSE

RSE is taught as a discreet area of the PSHE curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

PSHE focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and relationships
- Health and wellbeing
- Safety
- Citizenship
- Economic well-being

➤

For more information about our RSE curriculum, see Appendix 1.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/nonscience components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from Relationships & Health Education, which includes the section entitled 'changing adolescent body'. This states pupils should know:

- Key facts about puberty, the changing adolescent body and menstrual wellbeing.
- The main changes which take place in males and females, and the implications for emotional and physical health.

Parents are informed that the RSE element of Relationships & Health Education is an essential vehicle in supporting a school's statutory duty to:

- safeguard and promote the welfare of their children,
- advance the 2010 Equality Act,
- encourage the spiritual, moral, social and cultural development of pupils,
- foster British values, and
- prepare children and young people for the challenges, opportunities and responsibilities of adult life, along with the coverage of the National Curriculum for Science.

However, parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. Parents are invited to a presentation from the RSE lead (Rea Siddons) during the first half of the summer term, prior to the teaching of the RSE curriculum in the second half of the summer term, informing them of the learning that will take place in order to help them make an informed decision.

Requests for withdrawal from the lessons should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE during dedicated staff meetings and it is included in our continuing professional development calendar.

Visitors from outside the school, such as school nurses or sexual health professionals are invited into school to provide support and training to staff teaching RSE if needed.

10. Monitoring arrangements

The delivery of RSE is monitored by Rea Siddons (PSHE & RSE Subject Lead) through:

Book looks, learning walks, lesson drop-ins, pupil voice and interviews with teachers.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Rea Siddons (PSHE & RSE Subject Lead), annually. At every review, the policy will be approved by the governing board and the headteacher.

Appendix 1: Curriculum mapping to statutory guidance

Suggested outcomes: <i>Pupils should know</i>		CWP lesson
RELATIONSHIPS EDUCATION		
Families and people who care for me		
1a	<ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability. 	Reception lesson 3 Year 1 lesson 3 Year 3 lesson 3 Year 6 lesson 2
1b	<ul style="list-style-type: none"> the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 	Year 1 lesson 3 Year 3 lesson 3 Year 6 lesson 2
1c	<ul style="list-style-type: none"> that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 	Year 1 lesson 3 Year 3 lesson 3 Year 6 lesson 3 Additional Lesson Respect & Equality
1d	<ul style="list-style-type: none"> that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. 	Year 1 lesson 3 Year 3 lesson 3 Year 6 lesson 2 & 3
1e	<ul style="list-style-type: none"> that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 	Year 6 lesson 3
1f	<ul style="list-style-type: none"> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	Year 1 lesson 3 Year 3 lesson 3 Year 6 lesson 2 Additional Lesson FGM
Caring friendships		
2a	<ul style="list-style-type: none"> how important friendships are in making us feel happy and secure, and how people choose and make friends. 	Reception lesson 1 & 3 Year 6 lesson 2
2b	<ul style="list-style-type: none"> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 	Year 4 lesson 3 Year 6 lesson 2
2c	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	Reception lesson 1 Year 4 lesson 3 Year 6 lesson 2 Additional Lesson Respect & Equality
2d	<ul style="list-style-type: none"> that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. 	Reception lesson 2 Year 4 lesson 3
2e	<ul style="list-style-type: none"> how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. 	Year 1 lesson 3 Year 3 lesson 2 Year 4 lesson 3 Additional Lesson Respect & Equality
Respectful relationships		
3a	<ul style="list-style-type: none"> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 	Reception lesson 3 Year 1 lesson 1 Year 2 lesson 1 & 2 Year 3 lesson 1 Year 4 lesson 3 Additional Lesson Respect & Equality

3b	<ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships. 	Year 3 lesson 2 Year 4 lesson 3 Year 6 lesson 2 Additional Lesson Respect & Equality
3c	<ul style="list-style-type: none"> the conventions of courtesy and manners. 	Embedded through use of groundrules and circle time
3d	<ul style="list-style-type: none"> the importance of self-respect and how this links to their own happiness. 	Year 3 lesson 2 Year 4 lesson 3 Year 6 lesson 2 Additional Lesson Respect & Equality
3e	<ul style="list-style-type: none"> that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 	Year 1 Lesson 1 Year 4 lesson 3 Embedded through group agreement
3f	<ul style="list-style-type: none"> about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 	Year 3 lesson 2 Year 4 lesson 3
3g	<ul style="list-style-type: none"> what a stereotype is, and how stereotypes can be unfair, negative or destructive. 	Year 2 Lesson 1 Additional Lesson Respect & Equality
3h	<ul style="list-style-type: none"> the importance of permission-seeking and giving in relationships with friends, peers and adults. 	Year 4 lesson 3 Year 6 lesson 2
Online Relationships		
4a	<ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. 	Year 6 lesson 4
4b	<ul style="list-style-type: none"> that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. 	Year 4 lesson 3 Year 6 lesson 4
4c	<ul style="list-style-type: none"> rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 	Year 6 lesson 4
4d	<ul style="list-style-type: none"> how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 	Year 4 lesson 3 Year 6 lesson 4
4e	<ul style="list-style-type: none"> how information and data is shared and used online. 	Year 6 lesson 4
Being safe		
5a	<ul style="list-style-type: none"> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 	Year 3 lesson 2 Year 6 lesson 2 & 4
5b	<ul style="list-style-type: none"> about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 	Year 3 lesson 2 Year 6 lesson 2 & 4 Additional Lesson FGM
5c	<ul style="list-style-type: none"> that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 	Year 3 lesson 2 Year 6 lesson 2 Additional Lesson FGM
5d	<ul style="list-style-type: none"> how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 	Year 1 Lesson 3 Year 3 lesson 2 & 3 Year 6 lesson 2 & 4
5e	<ul style="list-style-type: none"> how to recognise and report feelings of being unsafe or feeling bad about any adult. 	Year 1 Lesson 3 Year 3 lesson 3 Year 6 lesson 2 & 4 Additional Lesson FGM
5f	<ul style="list-style-type: none"> how to ask for advice or help for themselves or others, and to keep trying until they are heard. 	Year 3 lesson 2 & 3 Additional Lesson FGM

5g	<ul style="list-style-type: none"> • how to report concerns or abuse, and the vocabulary and confidence needed to do so. 	Year 3 lesson 2 & 3 Year 6 lesson 4 Additional Lesson FGM
5h	<ul style="list-style-type: none"> • where to get advice e.g. family, school and/or other sources. 	Year 3 lesson 3 Year 6 lesson 4 Additional Lesson FGM
HEALTH EDUCATION		
Mental wellbeing		
6a	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. 	Year 4 lesson 2 Year 5 lesson 3
6b	<ul style="list-style-type: none"> • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 	Reception lesson 1 & 2 Year 1 lesson 1 & 3 Year 4 lesson 2 Year 5 lesson 3
6c	<ul style="list-style-type: none"> • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. 	Reception lesson 1 & 2 Year 1 lesson 1 & 3 Year 4 lesson 2 Year 5 lesson 1 & 3 Year 6 lesson 1 Additional activity
6d	<ul style="list-style-type: none"> • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 	Year 4 lesson 2 Year 5 lesson 1 & 3 Year 6 lesson 1 Additional activity
6e	<ul style="list-style-type: none"> • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. 	Year 5 lesson 3 Year 6 lesson 1 Additional activity
6f	<ul style="list-style-type: none"> • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 	Year 4 lesson 2 Year 5 lesson 1 & 3 Year 6 lesson 1 Additional activity
6g	<ul style="list-style-type: none"> • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 	Reception lesson 1 Year 6 lesson 1 Additional activity
6h	<ul style="list-style-type: none"> • that bullying (including cyberbullying) has a negative and ongoing impact on mental wellbeing. 	Year 6 lesson 4
6i	<ul style="list-style-type: none"> • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 	Year 6 lesson 1 Additional Year 6 lesson 4
6j	<ul style="list-style-type: none"> • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough 	Year 6 lesson 1 Additional
Internet safety and harms		
7a	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. 	While many of the suggested outcomes are touched on in this resource, we advise that schools continue to use a stand-alone scheme on internet safety such as www.thinkuknow.co.uk
7b	<ul style="list-style-type: none"> • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 	
7c	<ul style="list-style-type: none"> • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. 	
7d	<ul style="list-style-type: none"> • why social media, some computer games and online gaming, for example, are age restricted. 	

7e	<ul style="list-style-type: none"> that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. 	
7f	<ul style="list-style-type: none"> how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 	
7g	<ul style="list-style-type: none"> where and how to report concerns and get support with issues online. 	
Changing adolescent body		
8a	<ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 	Year 4 lesson 1 & 2 Year 5 lesson 1, 2 & 3 Year 6 lesson 1 Year 6 lesson 1 Additional
8b	<ul style="list-style-type: none"> about menstrual wellbeing including the key facts about the menstrual cycle. 	Year 4 lesson 2 Year 5 lesson 1, 2 & 3 Year 6 lesson 1
Additional Guidance - Menstruation		
9a	<p>The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products. Schools will need to consider the needs of their cohort of pupils in designing this content.</p>	Year 4 lesson 2 Year 5 lesson 1, 2 & 3
Non – statutory Sex Education		
10a	<p>The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. As well as consulting parents more generally about the school's overall policy, primary schools should consult parents before the final year of primary school about the detailed content of what will be taught</p>	<p>This resource forms a spiralling curriculum of Relationships and Sex Education. We feel that on the whole the Sex Education element of the resource is in line with the science curriculum. Lessons on puberty form part of statutory Health Education. The exception would be sessions in year 6 which include age appropriate discussions on adult sexuality and how a baby is conceived and born. Parents would need to be given the right to excuse their children from these lessons.</p>
National Curriculum Science		
S1	<p>Key Stage 1 (age 5-7 years)</p> <p>Year 1 pupils should be taught to:</p> <ul style="list-style-type: none"> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense <p>Year 2 pupils should be taught to:</p>	Year 1 Lesson 2 Year 2 Lesson 3
S2	<ul style="list-style-type: none"> note that animals, including humans, have offspring which grow into adults 	Year 2 Lesson 1 & 2
S3	<ul style="list-style-type: none"> describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 	

S4	<p>Key Stage 2 (age 7-11 years)</p> <p>Year 5 pupils should be taught to:</p> <ul style="list-style-type: none"> describe the life process of reproduction in some plants and animals 	Year 4 lesson 1 & 2
S5	<ul style="list-style-type: none"> describe the changes as humans develop to old age 	Year 4 lesson 1 & 2 Year 6 lesson 3
S6	<p>Year 6 pupils should be taught to:</p> <ul style="list-style-type: none"> recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents 	Year 6 lesson 3

CWP Curriculum Overview

reception

year 1

year 2

year 3

year 4

year 5

year 6

Additional

Reception

Family and Friendship

- Lesson 1: **Caring Friendships**
- Lesson 2: **Being Kind**
- Lesson 3: **Families**

Year 1

Growing and Caring For Ourselves

- Lesson 1: **Different Friends**
- Lesson 2: **Growing & Changing**
- Lesson 3: **Families & Care**

Year 3

Valuing Difference and Keeping Safe

- Lesson 1: **Body Differences**
- Lesson 2: **Personal Space**
- Lesson 3: **Help and Support**

Year 4

Growing Up

- Lesson 1: **Changes**
- Lesson 2: **What is Puberty?**
- Lesson 3: **Healthy Relationships**

Year 5

Puberty

- Lesson 1: **Talking about Puberty**
- Lesson 2: **The Reproductive System**
- Lesson 3: **Help and Support**

Year 6

Puberty, Relationships & Reproduction

- Lesson 1: **Puberty & Reproduction**
- Lesson 2: **Communication in Relationships**
- Lesson 3: **Families, Conception & Pregnancy**
- Lesson 4: **Online Relationships**

Year 2

Differences

- Lesson 1: **Differences**
- Lesson 2: **Male & Female Animals**
- Lesson 3: **Naming Body Parts**

Additional Folder Year 5/6

- Unit 1: **FGM**
- Unit 2: **Respect and Equality**

Appendix 3: Withdrawal Letter to Parents

Glenmere Community Primary
School,
Estoril Avenue,
Wigston,
Leicester,
LE18 3RD



Headteacher: Mrs. S. Conlon
Telephone: 0116 288 2228
E-mail: office@glenmere.net
Website: www.glenmere.leics.sch.uk

Parent/Carer Form Request for Withdrawal from Statutory Sex Education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from Sex Education within Relationships and Sex Education			
Please indicate below which element of learning you have a concern about. Include the week and date of the lesson.			
Parent/carer signature			

TO BE COMPLETED BY THE SCHOOL

Agreed actions

Teacher name and
signature

Date shared with
Parent/Carer